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F.I.A.E. Chapter 9

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Chapter 9 discusses avoiding incorporating nonacademic factors into the final grade and avoid penalizing students multiple attempts at mastery. If we do not allow students to go back and correct their mistakes or only give them partial credit for work that has been revised, we would be holding the development as a penalty. Given the nature of changes that occur over the course of the students lives, it would be nearly impossible for every student to be able to demonstrate full proficiency with every subject that they encounter. Teachers, like students, fear the assessment but for different reasons. The teacher fears the timing of each assessment, wanting to ensure that students have had sufficient time to master the material, but also at the same time not delay the assessment to the point where the class, as a whole suffers. The next practice to avoid is grading homework. The section introduces two keys to preventing confabulation or a situation where the brain attempts to fill in gaps in learning and most times that information can be wrong. The way to correct this situation is through frequent assessments and revision of instruction. The concept for homework is that it is to practice a previously learned lesson, not to learn the information for the first time. There are even studies that demonstrate that homework is unfairly biased along socioeconomic lines. If students have to worry about food, a place to live, and how they are going to care for other siblings, will have little time left to focus on schoolwork they have to complete outside of the classroom. The next topic covered is to not withholding assistance with the learning when needed. The example provided involves the use of a graphic organizer to help better reinforce the material read. Avoid assessing students in ways that do not accurately indicate mastery. The chapter then covers avoiding rewards, group grades, grading on a curve, and recording zeros for work not done. These sections are all quite important when looking at the bigger picture of grading.

This chapter covers some large topics when it comes to grading and how it will effect each of our students. As a new teacher I know I will personally struggle with the no zero rule. I think that students are given the wrong message when work is allowed to be passed in late with little to no penalty. Students need to begin learning time management and understanding that there are penalties for not completing assignments in a timely manner. Too much laxity does not instill in those students the drive to complete those same assignments. I do not believe that allowing students to complete work a second time to assist with mastery of a given lesson. This issues and the others outlined in this chapter will continue to haunt us as we begin our teaching experiences.